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ABSTRACT

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 6: instruct students in reading, writing, speaking, and listening skills as they relate to life roles and careers. The following four activities are included: (1) role playing; (2) demonstrating effective communication skills in completing five tasks; (3) observing communications of people at work; and (4) evaluating communications skills within the job interview. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

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LANGUAGE ARTS & SCIENCE

sample career education activities

grades 7-12

COMMUNICATION SKILLS

COMMUNICATION SKILLS

Competency #6: Instruct students in reading, writing, speaking, and listening skills as they relate to life roles and careers.

Activities:

1. Role playing: Ralph & Jack.....p.2
2. Five tasks.....p.5
3. Observing communications of people at work.....p.9
4. The job interview.....p.13

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CE 019 671

**SEVEN CAREER EDUCATION COMPETENCIES
FOR LANGUAGE ARTS AND SCIENCE
TEACHERS, GRADES 7 - 12**

THE TEACHER WILL BE ABLE TO:

1. Provide activities which enable students to clarify attitudes toward life roles and careers.
2. Help students understand and apply those skills needed to prepare them to seek, secure, and hold a job(s), as well as be able to adjust to job changes and demands.
3. Help students identify and use community resources which are related to their career development.
4. Create opportunities for parents to help their children understand career education.
5. Adopt, modify, or create material which will help students understand the relationship of language arts/science areas to careers.
6. Instruct students in reading, writing, speaking and listening skills as they related to life roles and careers.
7. Assist students to evaluate stereotyped beliefs and make career choices in terms of abilities and interests.

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SPECIAL CREDIT:

Many of the sample activities used to complete the following packets were adapted/adopted from the Career Awareness/Exploration Curriculum Kits, Grades 4-8, 9-10 and 11-12, produced under contract with the Marion County ESD, Salem, Oregon in 1976-78. Credit has been given to the author of the activities used. The Career Awareness/Exploration Kits are available from:

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TEACHER COMPETENCY VI: INSTRUCT STUDENTS IN READING, WRITING, SPEAKING, AND LISTENING SKILLS AS THEY RELATE TO LIFE ROLES AND CAREERS.

Communication skills allow persons to participate fully in the various life roles they will assume. The activities selected here help students relate reading, writing, speaking, and listening skills to their exploration of the world about them.

Title:

ROLE PLAYING RALPH AND JACK

**Activity**1**Competency:**

#6 Communication Skills

Related Competencies:

#1 Attitudes

Level:

11-12

Instructional Goal:

Given Golding's The Lord of the Flies, the student will be able to play the leadership roles assigned to Ralph and Jack by simulating a dialogue between them on their relative effectiveness as group leaders.

Number of People:Independent
Total class**Time:**Seven 45-minute
class periods**Materials/Resources:**Golding's Lord of the Flies
Blackboard and chalk**Procedures:**

1. The teacher will assign William Golding's Lord of the Flies.
2. After reading has been completed, the teacher will discuss four leadership styles (see sample).
3. When reading has been completed, the students will write brief expository paragraphs in which they describe the differences between Ralph & Jack, particularly with respect to their leadership styles.
4. The teacher will discuss paragraphs with students and summarize differences in leadership traits using the chalkboard. (See sample)
5. Students will then prepare a written dialogue between Ralph and Jack in which their leadership traits and qualities are made apparent. The dialogue should focus on a current event of issue and on how each would handle it as a leader.

Source Dennis Crow

Sample Differences Between Jack and Ralph

<u>Ralph</u>	<u>Jack</u>
a) fair	a) bullying
b) Kind	b) sadistic
c) intelligent	c) crafty
d) firm, but democratic and humane	d) intimidating
e)	e)
f)	f)
g)	g)

Leadership Styles

- A) laissez faire . . . a leader whose group behaves in whatever manner pleases them.
- B) democratic . . . a leader whose group is led by majority rule.
- C) authoritarian . . . a leader who dominates and controls will of group.
- D) anarchic . . . a leader who abnegates his rule to the group.

Title:FIVE TASKS**Activity**2**Competency:**

#6 Communication Skills

Related Competencies:

#2 Job Skills

Level:

11-12

Instructional Goal:

Given five tasks to perform in a work experience situation, the student will demonstrate effective communication skills in completing each task.

Number of People:

1-20

Time:

two or three
45-minute
periods

Materials/Resources:

Transportation, insurance and supervision
for work experience.

Procedures:

1. Special considerations:
 - 1.1 Prior to placing students in any community based experience such as the one listed below, the teacher should do the following:
 - 1.11 Instruct the student concerning dress, attendance, smoking, etc.
 - 1.12 Inform employer of objectives; specifically what should be provided for students, and employer responsibilities in the program.
 - 1.13 Provide for parent information and release of student.
 - 1.14 Provide for student insurance and transportation.
 - 1.15 Coordinate other programs which may be using the same employers.
 - 1.2 It is recommended that the teacher work with the district coordinator or school work experience coordinators when implementing this activity.
2. The teacher will provide students with a list of work experiences available and have them select and prioritize three choices.
3. Contact employers and decide on five tasks for the job that a student could perform (Task should require the use of communication skills; i.e., write a memo, prepare a recipe, greet a customer, instruct a child, answer the telephone, write an order, file information).
4. The teacher will assign each student's experience site, explain the tasks to be performed, give each employer an evaluation form, and answer any questions concerning the assignment.

(Con't.)

Procedures, continued

FIVE TASKS



Activity

2

5. The teacher will distribute student names, work times, and evaluation forms to employers.
6. During and/or after the experience, the teacher will hold group discussions to share experiences. (Discuss good experiences first, then problems, and possible solutions.)
7. The teacher will have the students consider the following questions:
 - A) How important is communication to your "Job Experience"?
 - B) What specific communication skills are needed to do the job?
 - C) What could you do now to improve your skills for this job?
8. The teacher will lead a class discussion on the above questions.

Developed by: Duane Ticknor

Adapted by: Project Staff

Possible Job Sites

English - Newspaper, radio station, lawyer, secretary, any sales, police, city government, hostess, cashier, carpenter, teacher.

Math - Police, salesperson, chemist, accountant, bookkeeper, telephone line-person, dispatcher, cook, service station attendant.

Social Science - City government, police, lawyer, teacher aide, counselor, surveyor, mailcarrier, lifeguard.

Science - Pharmacist, blacksmith, veterinarian, orderly, nurse, dentist, animal trainer, nursery-person, day care worker, firefighter, lab technician.

COMPETENCY VI,

Employer Evaluation
of _____

Job _____

TASK	Could not perform	Performed with help	Performed	COMMENTS
1.				
2.				
3.				
4.				
5.				

X the appropriate box
for each task

Signature _____

Title:

OBSERVING COMMUNICATIONS OF PEOPLE
AT WORK

**Activity**

3

Competency:

#6 Communications Skills

Related Competencies:

#7 Stereotypes

Level:

7-9

Instructional Goal: Given the opportunity to participate in a work experience, the student will be able to complete a communications observation form, discuss in class their observations, and write an answer to the question: "What courses in school, etc. would be helpful and why they would be helpful in preparing yourself for future employment?"

Number of People:

Total class

Time:

(Time will vary)
Approx. three 45-minute periods

Materials/Resources:

Student copies of: Observation Forms
Parent permission form
(See samples)

Procedures:

1. The students will identify the occupations of their parents.
2. The teacher will inform the students that they will be asked to make arrangements to go to work for one day with one parent.
3. Be sure that the students check with their parents to verify permission to go to work with the parent for one day. (See sample of parent permission slip on the following pages)
4. Divide the students into small groups by occupations (clusters). Students who do not have permission to go on a work experience are grouped together. (They may observe a teacher, etc. within the school or district.)
5. Explain the communications observation form to be completed by each student during the one day work experience.
6. The students go on their work experience and complete the observations form. (See sample)
7. The student will meet in their small groups (when all observations have been completed.)
8. The students, in small groups, will discuss their observations and determine if there are special types of communication skills or methods common to the group of occupations they observed.
9. The group will relate their findings to the entire class and the class will discuss the similarities, etc.

Procedures, continued

OBSERVING COMMUNICATIONS
OF PEOPLE AT WORK



Activity

3

10. Each student will write out an answer to the following question "What courses in school, etc. would be helpful and why would they be helpful in preparing yourself for future employment?"

Source: Loretta Ness
Duane Altig

Adapted by: Project Staff

(SAMPLE)

WORK EXPERIENCE PERMISSION FORM

_____ has my
(Name of Student)
permission to accompany me for _____
(one or one half)
day of observational work experience, on _____,
(date)
at _____.
(Name of business, company, etc.)

(Parent Signature)

NOTE: Teacher may wish to include
a letter to the parents with
an explanation of the work
experience.

COMPETENCY VI, Activity 3
Student Handout

(SAMPLE)

COMMUNICATIONS OBSERVATION FORM

Occupation _____ Date of Observation _____

Task Being Performed by the Worker	Communication is Between Whom? Give Name, Titles, Positions, etc.	Mechanical Methods of Communication (Typewriter, etc.)	Verbal and nonverbal communications. Briefly identify and describe the types and/or means of communications for each task.

Note: Should be done on 8 1/2" x 11" paper with room for students to make notes and/or comments.

Title:

THE JOB INTERVIEW

**Activity**

4

Competency:

#6 Communications Skills

Related Competencies:

#2 Job Skills

Level:

11-12

Instructional Goal:

Given an opportunity to observe a job interview, the student will identify and evaluate communications skills within the job seeking process.

Number of People:

20-25

Time:

Varys

Materials/Resources: Video tape or tape recorder, handouts: 1) Possible Job Interview Questions, 2) A checklist for the interviewer & the job seeker. Films on Interviews (J.C. Penney "Preparing for an Interview")

Procedures:

1. The teacher will discuss the importance of the job interview.
2. The teacher will give a list of possible job interview questions to six of the students in class. (handout: Possible Job Interview Questions)
3. The teacher will pick three students to be job interviewers and three students to be interviewed.
4. The students who are doing the interviewing will take the basic list of questions, look the questions over, and add more specific questions (if they think it is necessary) to elicit information from the person being interviewed.
5. The students who are assigned to be interviewed will look over the basic questions thoroughly and formulate possible answers.
6. The teacher will videotape (if possible) the students in their roles.
7. The students who are not involved in the role playing will be expected to observe and evaluate the six students involved by using the hand-out.
8. The observers will evaluate the actual interview and then re-evaluate while reviewing the tape.
9. After the evaluations are made, the students should suggest additional ways of insuring a smooth interview.

NOTE: The teacher might ask for new volunteers and continue the process eventually utilizing all of the students in class.

Source unknown - adapted by Joan I. Brenner

Futher adaption by: Project Staff

POSSIBLE JOB INTERVIEW QUESTIONS

1. Why are you interested in this position?
2. What can you contribute to our business?
3. How long do you intend to work?
4. What type of work did you do in your last job?
5. When will you be available to begin working?
6. Why did you leave your last employer?
7. What do you consider your greatest assets?
8. How did you find out about this job?
9. For what type of job assignment do you think you are best qualified?
10. What salary do you expect to make?
11. What do you expect to be doing in the job a year from now?

COMPETENCY VI, Activity 4
Student Handout

A checklist for the interviewer and the job-seeker

The Interviewer will:

1. ask questions clearly and concisely.
2. is self assured.
3. establishes a good rapport with the job seeker.
4. puts the job seeker at ease.
5. pays attention to answers given.
6. is familiar with requirements to fill the positions.
7. is courteous and polite.

First Person Interviewer	Second Person Interviewer	Third Person Interviewer

The Job-seeker will:

1. take an inventory of self and know the product.
2. be able to tell in a few minutes personal potentialities for service.
3. bring a pen, note paper, and social security number.
4. ascertain the interviewer's name and job title.
5. read the directions to fill out application blanks accurately.
6. be friendly.
7. be sure to have a personal data sheet.
8. acknowledge introductions.
9. show interest and concern.
10. not talk too much.
11. dress as though the position were important.
12. avoid chewing gum or smoking cigarettes.

First Job-Seeker	Second Job-Seeker	Third Job-Seeker